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The Playground

To Promote Normal Wholesome Play
and Public Recreation



L. W. Hine

SEWING LININGS INTO TROUSERS
IN A NEW YORK TENEMENT

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The Playground

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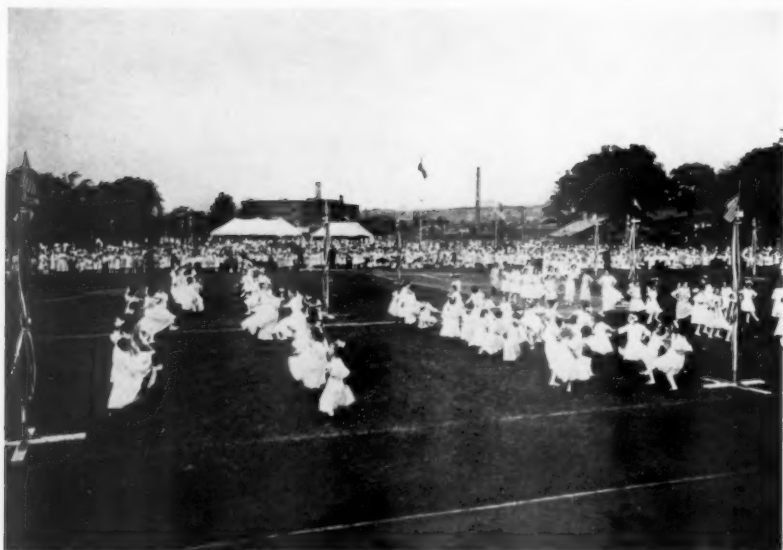
Worcester Playground Commission

AMERICA—SUNG BY ABOUT FOUR THOUSAND BOYS AND GIRLS. MUSIC
BY PLAYGROUND ORCHESTRA



Worcester Playground Commission

BOYS' GROUP GAMES—PARTICIPATED IN BY ABOUT THREE HUNDRED
BOYS



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IRISH REEL—DANCED BY THREE HUNDRED AND SEVENTY-TWO GIRLS
FROM TWENTY PLAYGROUNDS



Worcester Playground Commission

MINUET—DANCED BY FOUR HUNDRED AND THIRTY-TWO GIRLS FROM
TWENTY PLAYGROUNDS

THE RURAL WORLD AT PLAY

"It does not require a course in physics or psychology or sociology or theology to show that a score or a hundred people uniting in singing, earnestly, and with abandon, are learning and illustrating the true spirit of fellowship in effective and joyous effort." *

Boy Scout Movement

Thirty-two per cent. of the Scout Masters are in rural communities of 2,500 or fewer inhabitants; seventeen per cent. in communities of 1,000 or fewer people; eight per cent. in communities of 500 or fewer people.

Seventeen per cent. of the urban Scout Masters are ministers; twenty-five per cent. in communities of 2,500 or less; thirty per cent. in villages of less than 500 population.

This does not give an adequate idea, however, of the number of Scout Masters in rural communities working in connection with rural Sunday schools, as a great proportion of these are laymen.

Play Rooms in Country Churches

The village or open-country churches to-day are chiefly the one-room type—an oblong, barn-like structure, furnished with hard, straight-backed pews. With a proper amalgamation, that may become one of a cluster of buildings, or a part of a multi-form plant. There should be a reading room and a library; a play-room, perhaps a bowling alley and a pool table; a place for exhibitions and lectures bearing upon agriculture or social enjoyment. The curse of the country is its social sterility and nothing but the church can safely remove that curse.

The recreation of the young people should be encouraged and supervised by the church, with suitable grounds—baseball diamonds and tennis courts—and with regular field days and tournaments and fairs, where such are not already conducted by county or state associations.†

Recreational and Educational

The Superintendent of Schools in Iowa, who organized the first Boys' Corn Club in that state, and helped to make the township

* Report of Committee on Country Church Association, January, 1909

† Joseph H. Odell in *Munsey's* for September, 1912

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fairs given by these clubs a success, said of the county fair which was the finale of the small fairs:

"It was the greatest educational meeting ever held in the county. The interest which it created has spread in its influence to all the work of our rural schools and has caused the farmers of our county to organize a farmers' institute."

At the Wisconsin Fair

"Where is that boy? I declare I cannot keep track of Johnnie." "Don't worry, Madam, you'll probably find him up at the playground,—all the kids are up there." And surely enough Mother found Johnnie at the model playground. He was one of the eight thousand children who at the Wisconsin State Fair found the apparatus far more exciting than artistic embroideries, pies in glass cases, and fruits which could not be eaten. And it is needless to say that Mother enjoyed these latter much more in the knowledge that Johnnie was having a good time in a safe place and under the care of a wise play leader.

Hundreds of grown up people from all parts of the state watched the children at play and talked with the play leader, and, armed with playground literature as they went away, expressed their determination to take immediate steps to secure the establishment of playgrounds in their own towns.

So popular was the scheme with the children, and so hearty was the approval expressed by the parents, that the board of managers proposed to provide more equipment before the opening of the next year's fair. A regular department of play and recreation has been established by the State Board of Agriculture with a view to extending and developing recreation as a feature of the annual State fair.

Juvenile Fairs in Oregon

Juvenile Fairs have recently been held in many of the counties of Oregon. In Benton County thirty school districts participated; in Clackamas County, twelve, and equally large numbers in other counties. The exhibits included prize chickens and pigs, vegetables, jellies, bread, and sewing, besides mechanical devices and other hand-work. One lad of sixteen exhibited a laundry motor made of a piece of wagon, the disc of a graphophone, several pieces of wire and two cups. Much attention

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was given to the Eugenic exhibit, a baby show in which the contestants were judged according to height, weight, symmetry, quality of skin and fat, condition of tonsils and teeth, energy, facial and ocular expression.

Rural Contests in Wisconsin

Wisconsin has long held contests in one rural school, then in the schools of a township and then in those of a county in arithmetic, corn growing, athletics, manual training. In fifty-six counties, eighty-three contests were held. Sometimes these take the form of county educational and field meets, which bring out the whole county in wild enthusiasm, with flags and pennants and school yells.

At one such fair, agricultural products raised by the pupils from seeds distributed by the county superintendent were exhibited. Thirty-three varieties were displayed. The teachers collected the money for prizes this year, but so pleased were the various boards that they will contribute the prizes hereafter.

Dramatic

"The Rivals," under the direction of the minister, was produced in a large barn by young people in a small town in Connecticut.

After the Pageant

Whether or not rural people can get together in real co-operation seems to have been successfully answered in the affirmative by the aftermath of the Thetford Pageant. The marvellous co-operation required to produce the pageant at all, when it meant travelling twelve or fourteen miles for rehearsals, sacrificing hours of time at a busy season of the year and putting personal and sectional jealousies behind, almost guaranteed what would follow. Since then, agricultural experts have been enthusiastically received by the farmers: a soil expert from the Agricultural Department of the United States, the dairying expert of New England, a specialist in fruit culture from the State Agricultural College, and the State forester. Under the direction of the State commissioner of agriculture who came by invitation, a cow-testing association has been organized, which will employ a man to test the herds and give to each farmer the rating of each cow in his herd and the cost and profit of her maintenance. The women have organized as the "Thet-

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ford Kitchen," while the Thetford Brotherhood still stands back of all lines of civic development.

The Appeal for Leadership in Rural Recreation

Appealing letters are received for branches in rural districts by the Young Women's Christian Association from school superintendents and teachers, from pastors, mothers, and from city dwellers who formerly lived in the country. All repeat the same story,—little to fill the life, the eyes ever fixed on the city, dullness, monotony, no interests.

Model Rural School House

The model rural school house at Cornell University with its cozy, homelike air and large windows overlooking gardens and artistic landscapes cannot but lift the pupils' ideas of home and give them a keener desire for beauty as well as efficiency everywhere. In such a house and in such gardens recreation and education are playmates.

A Community Center

A consolidated school, which shall also be a community center with athletic and playgrounds, tennis courts, model gardens, and a residence for the principal, with surrounding buildings containing a business office, library, auditorium, kitchen, all this set in modest pride in ten acres of ground, is not this a vision of the future when the course of empire shall be toward the country instead of the city? Such is the vision of the Country Life Commission of Washington State.

The school is designed to serve an area of thirty-six square miles, the most distant point being three miles.

School Playgrounds in Virginia

A law requiring approval of school sites and plans by the board of education and the State superintendent, a State superintendent wisely urging the need of playgrounds,—this combination has resulted in the building of nine out of ten schools with from three to five acres of ground about them in towns, villages, and country districts in Virginia. Even some of the city buildings have three or four acres. The ground suitable for playgrounds secured, an effort is made to organize athletic associations and make the playground a community play center.

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Rural Clearing House

Kenyon L. Butterfield, President of the Massachusetts Agricultural College, in writing for *Rural Manhood*, has urged that the farmers and the villagers in rural communities should get together not merely for their own individual benefit, nor for the benefit of certain groups, but for the common good. He urges not a new organization but a clearing house, a committee of representatives of the various existing institutions and organizations which have the community-welfare purpose at heart. "Its great purpose is not to usurp the work of any one of its constituent parts, but rather to bring to bear upon the more important problems of community welfare the insight, intelligence, patriotism, influence, needs of the whole community, as they are expressed through the organized forces of the community."

President Butterfield would have this committee secure a thorough survey of the neighborhood, which should reveal the needs and the resources of the neighborhood, industrial, social, religious, educational, and be the foundation upon which to build up a constructive work. It should avail itself of the extension work offered by the State Agricultural College for developing a system of agricultural education for young and old. It should start a campaign for some one definite improvement,—better schools, better roads, the beautification of the landscape, or it should be destroying some moral plague spot. It should hold conferences on rural progress in order to get all the people together to discuss and act upon its propositions.

The Home Kinetoscope

Thomas A. Edison has recently perfected his latest invention, the Home Kinetoscope, which he hopes will make possible his dream of education by moving pictures. It is a miniature moving picture machine, so simply and compactly constructed that a child can handle it, and so small—being about the size of a talking machine—that it can easily be operated in an ordinary living room.

The pictures shown vary in size according to the strength of the lens used, the size of the machine and the distance from the screen. The machine will project a picture on a visiting card held close, or on a screen sixty feet away. The best home

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results, however, are obtained at a distance ranging from fifteen to twenty-five feet, though a perfectly satisfactory series can be run off with the machine and the screen only ten feet apart. A single foot of the Home Kinetoscope film will contain 210 pictures, 70 in each row. The eighty feet of film corresponds to a thousand feet of commercial film. The films have the further advantage of being non-inflammable and non-explosive.

Home-made Apparatus

The following suggestions for home-made playground apparatus, which may be helpful to those who have the will but not the wherewithal to promote country play, appeared in the *Northwest Journal of Education*.

Any rural school playground may be equipped with such simple apparatus as is described below which may be made at home.

A sand box, 1 x 8 x 12 feet, with a board or plank put on the top edge of the sides of the box to serve for a seat or shelf, filled with clean sand will afford special enjoyment for the smaller children.

A merry-go-round may be constructed after the fashion of the old turning style. The fir planks used in its construction should be wide enough to afford comfortable seats. Where there are only a few small children, an old wagon wheel may be made to serve the purpose very nicely by setting the axle into the ground as a post deeply enough so that the wheel when put in place will make a revolving seat 16 inches high. The axle should be set in cement or be well braced, else the merry-go-round will soon be out of order.

A wagon wheel or plow wheel may be used in making a giant stride by sinking the spindle in the end of a 10 inch x 10 inch x 12 foot timber and anchoring this timber securely in the ground by setting in four feet of cement or by braces in a hole of equal or greater depth. The wheel should have swivel links fastened to its rim in which ropes may be secured before the wheel is put in place. The ground around the giant stride should be level and smooth.

By removing the earth from a space 1 x 6 x 12 feet and filling the pit with sand a jumping pit is easily made. The pit should

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be located so that there will be a smooth level place for running on one side of the pit.

The construction of the swing is so well known as to need no description, except a caution to make it substantial and to fasten the swing seat securely on the rope or chain. The expense of making the swing is so little that two swings, one at each end of the supporting beam or rod may be made, a low one for small children and a higher one for the larger children. In the center French rings may be placed. These rings should be about 6 or 8 inches in diameter. They should be suspended from the supporting bar by ropes of equal length and hang about two inches higher than the average reach of the children.

The horizontal bar may be made from a piece of $1\frac{1}{4}$ inch x 8 foot steel pipe and two posts of 2 x 6 inch plank. The posts should have holes bored in them to admit the ends of the pipe, the pipe to be left free to be raised or lowered to a higher or lower level by moving it to higher or lower holes. The pipe should be kept from turning by putting a bolt or pin through both plank and pipe at right angles to the other holes in the plank.

The teeter-board is very familiar to all and a constant source of enjoyment for children. The standard may be a plank securely fastened to two posts—taking care not to get it too high, and 2 inch x 10 inch x 14 foot fir planks may be used as the teeter; a chain or bar above the center of the plank will prevent it from slipping to one side or falling off the standard.

RECREATION ACTIVITIES OF THE COUNTY YOUNG MEN'S CHRISTIAN ASSOCIATIONS *

Seeing and Solving the Problem

The active extension of the Young Men's Christian Association work in the country districts of the United States has done much for the cause of rural recreation, both in showing the need and the problems and in solving those problems. Among the

* For the material in this article we are indebted to *Rural Manhood*

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recreational activities reported in the last year are county boys' camps, agricultural contests and play festivals. Out of the twenty-nine smallest communities in the United States and Canada having Y. M. C. A. buildings, ten report swimming pools, nineteen bowling alleys, fourteen athletic fields, and the whole twenty-nine, gymnasiums. These associations averaged sixteen socials and fourteen entertainments. Eighteen of the twenty-nine have physical directors giving their entire time to the work. One group in Michigan finds recreation in gathering twice a month for the study of live stock through the Agricultural College correspondence course. Rhode Island reports many baseball leagues, tramping trips, and seven athletic meets with 391 entries.

In New York

In Dutchess County, New York, a careful study of the physical life has been followed by a vigorous campaign for improved sanitation, directed play and athletics, and instruction in sex hygiene. Five towns in Westchester County, New York, made arrangements for a lecture and entertainment circuit. So successful was this that three other nearby towns have asked to be included. The workers of this county are more than pleased with the success of the badge contest idea. The boys are classed by weight and try to measure up to a certain standard. When a boy makes a score of fifty, he receives a badge. Every boy must do something unless pronounced by a doctor unfit for exercise. Mr. Allen, the leader, states the object "to arouse interest, give a systematic management, improve the physical condition, develop character through self-control, temperate living, and fair play, provide play progress, encourage courtesy, honesty, loyalty, justice, truthfulness, and determination."

From Canada comes word of successful field meets and "getting together" socials. A number of rural teachers brought

In Vermont

their pupils to Springfield, Vermont, for a play demonstration under County Secretary Hurd and Dr. Brown. One group started, but before long there were four groups playing, one hundred and twenty-five children participating. As a result, a play supervisor was secured for the summer months. Windsor County, Vermont, has established an annual play day on which archery for the older girls and trap

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shooting for the farmers has brought these groups into active play, when nothing else would. Prizes were offered to the boys for the best corn grown and every boy who exhibited was dined at a free dinner given by six churches of Windsor—five Protestant and one Catholic. As a result of the good feeling engendered by this co-operation a union Thanksgiving service was held. To the girls under eighteen a prize of a complete tennis outfit went to her whose dish of food made from this prize corn was rated best. This same county utilizes inter-town baseball, play picnics, entertainments and "socials" to eliminate community jealousy and stimulate co-operation. Two debate teams sleigh regularly back and forth for an evening's debate. An ideal sleighing party this, with the joy of the sleighing, the zest of the out-of-doors, the enthusiasm of the debate and the co-operation of the towns—any single phase a splendid recreation in itself!

In the West

A county camp fire opened the winter's friendly meetings in Sanger, California, while Reedley in the same county sent forth five automobiles loaded with modern Nimrods who drove to the foothills and returned with 142 quail which were baked in a potpie and rejoiced hearts and palates of eighty-five men present. At a play festival in Iowa, one event of special interest was that of bridling, harnessing, and hitching a team to a wagon, performed by the winner in three minutes, fourteen and four-fifths seconds. One week's activities at Storm Lake, Iowa, show recreation for the boys for every night, including regular physical work, basket ball, indoor baseball and an "open house," and, crowning joy, a "bob-ride" given by two business men of the town.

Camden County, New Jersey, arranged a series of trips for four days of the holiday week. Seven communities were represented by over two hundred boys. The first day's tour was to the United States Mint and the Navy Yard in Philadelphia; the second day they visited Christ Church, the Betsy Ross House, the Philadelphia Y. M. C. A.—where the entire party took a swim and later listened to a stereopticon talk by the physical director, "How to get strong and stay strong." They finished the day by a visit to City Hall, where they were conducted to

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the top of the tower, through the electrical department and the jail. The third day was spent at the University of Pennsylvania and the museums. The last day was spent in the Camden Association, which was entirely thrown open to their use. After lunch in the building the group was taken through the county court house, where they listened to brief talks by the judge of the criminal court and the sheriff.

Out in Fruitvale, Colorado, after a successful play festival, the community turned out in mass to cover the school yard with slag which they hauled from a smelter four miles away. A relay race of seventy-five miles was rendered a success by the business men of Delta County, who took the boy participants in autos to their stations for the race and afterward gathered them up and returned them to their own communities. One man furnished a beef steak fry for the runners at the skating pond that night. The S. L. W. Ranch Christian Church is meeting community needs in Weld County, Colorado. In it are held all the meetings on matters affecting community life. Regular monthly meetings, marked by great sociability, and an occasional dinner, are held at which profitable discussions of agricultural matters are directed by agricultural experts.

The quarterly report of Lorain County, Ohio, shows four Association groups organized with a membership of seventy-four, meeting weekly for Bible study, first aid to the injured, parliamentary drill, social games and athletics; five other groups are being organized. A big county field meet, camp for boys and a baseball league are being planned for next summer. The Omaha Y. M. C. A. gave 900 boys swimming instruction in January. In Shenandoah County, Va., about 155 school boys have been taught a number of games; in Woodstock a tennis tournament was started and the boys coached in basket ball. Republic County, Kansas, has held play demonstrations in seven towns, with the result that the school teachers of the county are much interested in supervised play. The Public School Athletic League of Marshall County, Kansas, arranges for the older boys to coach the younger and supervise their contests. In Zion, Kansas, vigorous, hard-fought baseball games Saturday afternoons have eliminated Sunday baseball.

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Small Beginnings

A Y. M. C. A. started by three boys in a tiny town, before long with seventeen members, the renting of a room over a book store, the boys' own construction of a double floor out of sawdust, potato sacks, newspapers, paste, wall paper, and shellac—a membership of fifty and a new room (this time over a drug store where the bottles must be protected from the gymnasium antics), a real double floor with an air space between, a horizontal bar devised by a blacksmith and a woodsmith, a summer camp with borrowed tents and donated food—and yet growth in members and in spirit—this is the story of the beginnings of one effort to bring recreation into the lives of town boys.

The County Y. M. C. A. of Worcester County, Mass., has engaged an expert swimming instructor who will teach one hour a day in six adjacent villages. The "saloon dance" held full sway in an isolated Massachusetts community. The leader of the county work set himself to provide the most interesting social "stunts" imaginable. With so much vigor and enthusiasm did he put them through that after the three gala socials which preceded Christmas week, the saloon festivities with all their glamour failed, for the young people were at the church.

Lake View boys presented the following program without equipment:

1. Marching (backward, entering maize, open order)
2. Calisthenics
3. Games (relay, potato, crab, and shoe races)
4. Jackson-Jeffries fight (burlesque)
5. Indian wrestling
6. Dog fight
7. Cat fight
8. Class tumbling
9. Team and individual tumbling
10. Wrestling bout
11. First aid
12. Pyramids
13. Opening of the rose, and yell

Another group put on much the same program, with the addition of a band concert by the boys.

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A County Play Carnival

A county play carnival in which thirteen towns in the county were represented on the program and practically every town represented in the attendance; an athletic meet with 273 entries, 80 of them girls; a glorious day for all and as a result one playground association formed and grounds opened within two weeks, equipped with the model apparatus exhibited at the fair; such an interest in play and games as was never before dreamed of, and playground associations springing up over the entire county—does this make a county play festival seem too much trouble? This particular one was held in Essex County, Massachusetts, by the County Y. M. C. A., assisted by the school superintendents. A beautiful silver cup was given to the boys and girls of the town having the most points, and cups and badges to the individual winners. There were games and free play under the direction of the school teachers, besides the athletic events, running, jumping, shot-put for the boys; running, potato races, shuttle relay, and pass ball relay races for the girls. Many county secretaries have been doing much for play in rural schools. The secretary visits the school, taking with him various kinds of balls and material necessary for the demonstrations. The children are released from school and instructed in the games. The teachers and principals almost without exception welcome the demonstration.

Thinking Why and How

Such achievements mean, of course, that somebody is thinking much about the *why* and the *how*. Only those in the field could know the need of such play. In one rural community, out of 50 boys 3 were able to swim; in another 4 out of 10 boys, and 1 out of 20 girls; in a third, 3 out of 200 girls could swim. The domestic life of the county is notoriously monotonous. The dullness of farm life is held responsible for insanity, indifference and inefficiency. Here is an opportunity to brighten these homes. First of all, the drudgery of women should be lightened. Modern appliances are used on the land and in the barns—why not in the house? Separators, bread mixers, hot water tanks, carpet sweepers lighten the burden and increase leisure time. To suggest new recipes may bring some of the play spirit even into the cooking. Fancy work, an art craft, flower gardening

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are hobbies that help. Many homes that are without them could well afford a musical instrument and a variety of books and games. "Give us life, and life more abundantly!" To the youth that is defrauded of his birthright of play it means a chance for a good time in safe surroundings. For the finer needs it means more leisure to "loaf, and invite the soul." One Y. M. C. A. secretary writes, "The problem of the country is not how to raise more corn, to buy more land, to feed more hogs, but the problem of the country is how to raise more boys to feel a pride in country life for the contribution they can make to the home life, the public school life, and the church life of the country districts; or to put it in other words, the solving of the social, educational, and religious questions of the rural districts." Another says, "The social crux in rural regeneration is the backward, the poor farmer. Social regeneration in rural districts waits on a propaganda which will touch the unresponsive man and awaken his latent powers. The real problem is the man on the hill farm and the back road. In our rural work is a peculiarly rare opportunity to break down any barriers that may exist between fathers and sons and men and boys. In one of our counties the policy of having an association within walking distance of every boy might well be supplemented with the slogan, 'And a leader within arm's length!' Through the county work the community life is strengthened and enriched, and every individual life draws strength and enrichment from it. The church is working for a 'redirection, a socializing of the rural community, based on a new agricultural prosperity and a true social spirit.' It is asking itself, 'What part can the church play in the recreation of its boys and girls?'"

The Country Boy

Writing of the psychology of the country boy, Guy D. Gold notices in the attitude toward authority an aversion to restraint unless in a matter of self-interest, and explains it as due to the imperative demands of agriculture occasioned by the sowing, the reaping, the changing seasons, which make all other authority seem weak by contrast. As to power of observation the writer finds a sense of location and direction so keen as to be almost an intuition. He finds the country boy self-willed to a degree, devoted to pets passionately, perhaps even more than to human beings, with a

RECREATION ACTIVITIES OF COUNTY Y. M. C. A.

clear sense of honor in money affairs, not quite so clear in bartering or exchanging. Most of those questioned saw little real harm in drunkenness or over-indulgence, and their ideas of chastity were by no means praiseworthy. These are but reachings for the truth, yet they may be suggestive to the worker in rural recreation, for surely he must understand his problem before he can solve it.

Professor O'Shea points out the lack of respect for teachers which children show and ascribes it to the teachers' lack of leadership. The child admires the dynamic. "Often 'refined,' 'cultured,' 'good,' 'sympathetic' persons are stoic in their attitude toward the life around them. What the child wants is to achieve things, and he shows admiration and respect for those who can help him to realize his ambition."

All who have aided in this work deplore the cry on the part of rural communities for "country life halls," "social center houses" and other new buildings, and advocate that more attention be given to consideration of how existing buildings, such as churches, grange and town halls, and schoolhouses may be so renovated and beautified as to be not only improved for their primary use, but adapted to social and recreational purposes as well. This would also add to the beautifying of the town.

The Country Boy's Creed

Perhaps the country boy of the future may in spirit proclaim Edwin Osgood Grover's Country Boy's creed: "I believe that the country which God made is more beautiful than the city which man made; that life out-of-doors and in touch with the earth is the natural life for man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city; that life is larger and freer and happier on the farm than in town; that my success depends not upon my location but upon myself—not upon my dreams but upon what I actually do—not upon luck, but upon pluck. I believe in working when you work, and in playing when you play, and in giving and demanding a square deal in every act of life."

WHAT ARE THE BEST GAMES FOR BOYS IN CROWDED CITIES?*

JOSEPH LEE

President of the Playground and Recreation Association of America,
Boston, Massachusetts

How Adapt Country Games to City Environment

I think the great tragedy of childhood in America is because we live in cities and our games are country games. Baseball is a prairie game and requires about three acres.

Even though you can pack baseball into a much smaller space than that, it is still a country game. There is the dilemma. Almost our whole problem may be stated in "How can you pack the game of baseball into smaller compass?" It must be solved largely by the sort of ball you use.

One expedient they try in Boston is that of kicking a football but playing the rest of the game just like baseball. Another variety of baseball is played by using a piece of hose in place of a ball. One boy kicks the hose, and the fielder always throws it home, and if it gets to home before the other boy reaches a base, the boy is out. That is a good game. The development of the game of "cat" on baseball lines is another one of the ways of trying to make baseball a city game.

The Game Habit

We want to look at this not wholly as a question of the playground. A very striking thing is how unsatisfactory a great many of the playgrounds are. You so often see playgrounds where the moment you happen to be there there is not very much going on. There was a dickens of a time yesterday and there will be tomorrow, but not just now. We want to get the boys so set on playing games that they will pack the playground and overflow into the streets. As a matter of cold fact there will never be enough playgrounds in the world. Nine-tenths of the play now is done on the streets. If we can only get the games into the boy's head so that he will want to play them, so that they will run in his head, then he will play them. If the game is

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

GAMES FOR BOYS IN CROWDED CITIES

there, it will bust out of him. There is where we lack at present,—games that carry themselves and will get themselves played somehow. We have baseball and rugby football and those are the only two games that are really obsessions with the American boy at the present time. Baseball is so vital that you cannot kill it. This is because it grew up from a little game. You do not kill it by squeezing it back into small dimensions.

Swimming is one of the things we do successfully at present. Skating is always successful wherever I have seen it. Children on a skating ground will be as thick as flies on fly paper at a summer hotel. We ought to have the grounds lighted at night so that they can skate at night as well as in the daytime.

What Games Are Best?

What games now have the boys so got into their systems that they have to play them?

Baseball, cat, and football are the three games that are holding the boys at the present time. Among the little games there are marbles and craps. Marbles should be played more for skill and less purely for marbles. Prisoner's base I wish we could make a national game. It requires no apparatus. Volley ball is a great game. It does not require a very good ground as tennis does. It does require a peculiar ball and a net, which cannot be put up in the street—people are so fussy. Incidentally we must have our streets asphalted so that they are better places to play. I know some boys who formed an insurance company so that not just one boy had to pay all the expense of broken windows. Quoits is a game that will play itself almost anywhere. In Boston you see them pitching horse-shoes almost all the time. You ought to have this game for the men, and for the boys if they like it. Duck on a rock is a good game.

Games of Hiding

When you speak of the country you want some of the games of the high spy variety.

For boys and girls from nine to fourteen that kind of game comes nearer to their instincts than almost anything else,—that scheme of lying in ambush and jumping out on somebody. Here there is opportunity to satisfy the love for adventure and the raiding instinct. Our baseball games are pretty hard and unyielding. There is not enough of an element of chance. That kind of game where you go out and hide in

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some extraordinary place is good and surely ought to be played in the country. I believe this sort of game is more possible in the city than is generally recognized.

To summarize. Invent a non-clothes-destroying game of football. Develop prisoner's base, duck on the rock, some kind of high spy game. Pack baseball into a small space. Develop soccer everlastingly.

GAMES FOR GIRLS IN LARGE CITIES*

CHARLOTTE RUMBOLD

Secretary of the Public Recreation Commission, St. Louis, Missouri

Two Needs There are two things the city girl especially needs, and they are things she must be trained to get for herself. The first is strong vitality, good vital organs. For this she must have a good circulation. This means the training and use of her muscles between her shoulders and her knees. The city girl's work does not give her great muscular development, and does not demand it. What she needs is staying power, and that means strength of the vital organs, not particularly of the arms and legs. She cannot get this strength by means of a "stunt" well done, nor will it help her to break a record and then retire on her victory. She will get this strength only through the *habit* of physical activity. The Camp Fire Girls have recognized this need of the habit of physical exercise by awarding an honor for, for example, walking forty miles in ten days, the ten days to come within thirty consecutive days. This habit of the every-day walk instead of the once-a-month walk is as much better for the average girl as is the habit of being clean every day instead of only on Sunday. It is this sort of

* Address given at the Sixth Annual Meeting of the Playground and Recreation Association of America, Cleveland, Ohio, June 6, 1912

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physical habits that are going to help the city girl in the life ahead of her.

The other thing she needs is an understanding of team play. The first is a physiological, this second a sociological need. Women and girls are hard to regiment. This is a psychologic commonplace, with a biologic basis. But more and more is modern life, especially in the city, demanding of the woman something beyond the old individualistic virtues. She must learn to give and take with her fellow men and women. She must learn that the spectacular play is not what wins the game. She must learn the real significance of the "sacrifice hit."

Now with an idea as to what we want the playground to give, the question is how to get it. We start out for these things consciously. But if the child does not like the method, the kind of thing we teach, there is no use laying them out in a curriculum. Attendance at the playground is not compulsory. I am glad it is not. The games might be better taught if there were a premium put on regular attendance, but the essential essence of the thing would be lost. We have to have the children's approval before they agree to be taught the thing that makes for citizenship.

The littlest folks are active anyway. You cannot keep them quiet. The girl of ten years is just about at the "stunt" age. But that does not last long. Girls are not as spontaneously adventurous as boys. At ten or twelve begins the team play stage.

Progressive Use of Apparatus

Perhaps I can illustrate by showing the progressive use of a piece of apparatus, the giant stride. The little folks put one foot through the ladder, hang on with two hands, and swing around with shrieks of delighted terror. The next stage is when four or six girls take hold of a ladder with one hand and all swing and come down to the ground in even time. The next stage is to put the jumping standard to one side. The girls come down and each makes the jump as she comes to the standard. It is a very pretty sight when the girls do it well, it is like the wheeling and dipping of birds. They immediately try two standards with a circus rider effect. At one playground the girls themselves added another feature. Eight girls instead of

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four, a pair to a ladder, a hand of each on the ladder, the other hand about the shoulder or waist of her partner, did a dance step as they all touched the ground together. That is hard to do, and it takes team play. But it looks well when it is done, and forms more than record appeals to the girl. The boy goes out for the record. The girl cares a little bit for the style of the thing. She will be more lastingly interested in knowing how to run and how to jump, than in running and jumping.

Another piece of apparatus of which I want to speak is the rings, because the champion on the rings is always a girl. The girl of ten to twelve years, weight for weight, is stronger than the boy at that age. She is never again so strong in proportion as she is at that time in her arms and shoulders. I think we have too few ideas as to which parts of the bodies of children, girls especially, should be strong at certain ages and stages of development. It is high time we knew just what relation height and weight and age bear to the development of certain muscles and nerves and organs.

As for races, girls and women are practical minded souls. They do not run just for the sake of running. We usually begin with a potato race. Incidentally it is a curious example of our unconscious reversion to the time we all lived on farms that we still call it a "potato race," when on a city playground we always use tennis balls, because potatoes would be very inconvenient to get. After the potato race comes the obstacle race. If you do this single file, it is a sort of "follow my leader" game. If you take the obstacle race and divide the girls into two files and have two leaders, you have competition and a team race. If you invent a relay obstacle race, you have a complicated affair which the girls enjoy.

If She Likes It

Ball, of course, is the great team game. We begin with dodge ball, which is simple and noisy; then captain ball, volley ball, playground baseball, basket ball, which is almost too complicated for the playground, and tether tennis. This last we have used in Saint Louis with a great deal of success. We shorten the pole and use no racquets. Instead of striking with the open hand the girls bind their wrists and fore-arms, and strike with the wrist.

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Always and forever there is dancing. I believe there always will be. Here is the place more than any other, where form makes its strongest appeal. Then there is swimming, which all girls enjoy. Any of these will do, if—large *if*—the girls at this particular playground want to play this particular game at this particular time. The little folks change frequently. They want to do something different all the time. But when the girl gets to the stage where she appreciates form and wants skill, she is interested in one, or at the most, two games—generally one. As far as variety of games is concerned, she is not very enthusiastic. She belongs to the team and she practices up. She either dances or plays on the tether tennis team, or is on the volley ball team, and she comes to the playground specially for that thing. Now that is the very thing we want. She is acquiring the habit of activity and learning team play, all of her own desire. The grown-ups plan games for various ages for various purposes; to train sight, develop accuracy of motion, speed, quick judgment in the individual; then we pit individual against individual to gain determination, power of resistance, concentration, in simple competition; and finally in the team play which we need so profoundly in our social organization.

All of these are good educational reasons for certain games but the games are of no use at all unless the children want to play them. The enjoyment of food counts for thirty-three per cent in its digestion and assimilation, and I am sure that enjoyment of the game counts for thirty-three per cent in the benefit, physical or mental, derived. People write out schemes of exercises, which if you do five minutes a day, will make you healthy and wise, and also, which is more appealing, make you stout if you are thin, and thin if you are stout. They must be an awful bore and one must be really anxious about his health, or complexion, to do them. Children are as little interested in hygiene as in the banking system. Up to the age of twenty, the girl won't take care of her health, or save her money, unless she can see some fun in it. There is no use planning out some "educational and uplifting" game unless you have the playground populace with you.

THE RELATION OF BOYS' CLUBS AND PLAY- GROUNDS*

GEORGE D. CHAMBERLAIN

Chairman Federated Boys' Clubs, Boston, Massachusetts

Boys' Clubs are rapidly multiplying in cities and towns throughout the country. They are organized primarily for the purpose of giving the boys of the street a place in which they may always be sure of a welcome, and where their natural instinct for play and comradeship is always gratified. The growth of the movement during the past few years is a source of great satisfaction to workers with boys. These clubs, occupying as they do in many cities commodious buildings of their own, have afforded to thousands of poor boys opportunities for play and the making of friendships that have had a transforming influence on their lives, and to those men who, for more than twenty-five years, have given their time, energy and money to extending the movement, is due in considerable measure the education of the public to a better appreciation of the value of play and friendship in the making of good citizens.

Summer Activities

The club season, usually extending from October to April or May only, has until recent years thrown the boy on the street and on his own resources for a period of from four to six months each year. It has been the regret of boys' club superintendents that some provision could not be made for keeping a hold upon their boys during the summer and early autumn periods. The closing of the club quarters during this time has suggested, too, a failure to get from the plant the maximum return on the investment. Boys' club workers were among the first to recognize the value of summer camps as a means of extending for a longer period the influence for good on their club boys. The public failed, however, to appreciate the importance of uninterrupted intercourse between worker and boy, and so it was rendered impossible for most clubs to finance such an undertaking. After all,

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only a very small percentage of the boys of any club could avail themselves of the camp privileges, for it was necessary, of course, and desirable, too, to make a modest charge for part of the cost of conducting the camps. The effect upon the boys of this extended personal contact convinced club workers that something should be done to make possible a continuous ministry to the needs of every member of their clubs. So it came about that in a few cities the superintendent of the local boys' club fitted up a crude playground on the land owned by the club. With the coming of the playground movement, and the preaching of the gospel of play, there developed in most cities and towns a new understanding of what a community owes to its boys. This made possible the raising of money with which to acquire and equip many of these boy-saving stations adjoining club buildings. It stands to reason that a worker who has his boys practically twelve months in the year has a stronger influence on their lives than would be the case if for five or six months in the year they should go out of his life entirely.

Combination Playground and Boys' Club Where summer playgrounds can be located near boys' club buildings, and the superintendent of a club given an active part in their maintenance, the work of such superintendent can be made tremendously effective, for during the club season he has his boys organized for all kinds of gymnasium work. There are teams almost without number engaged in friendly contest with each other and with teams from clubs of other cities. Even the game of checkers has attractions for boys in many clubs, and they organize their teams and play match games with teams from other clubs, frequently going many miles from home. All this helps a superintendent to get a firm grip on his boys. Football, basket ball and all kinds of athletics fill up the spring, fall and winter months.

One of the difficulties experienced by playground helpers is the successful handling of certain types of street boys who invade the playground and not infrequently attempt the "rule or ruin" policy. This is a common complaint of women helpers, who as a rule do not know the boys and obviously are at a dis-

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advantage in trying to assert authority. The superintendent of a mass boys' club is pretty apt to have on his membership roll boys from every section of the city, and it is generally true that among these boys are to be found those who in particular neighborhoods are recognized leaders of "the gang." These boys are not necessarily bad, but they may be mischievous to the point of making life a burden to those in charge of a playground devoted especially to small children. Knowing the boys as he does, a superintendent is in a position to exert a great influence, and should have little difficulty in handling them, getting them to co-operate with him if he is the supervisor, or easily persuading them to co-operate with those who have the responsibility of supervision.

A boys' club in a Pennsylvania city owning a commodious building has for a number of years excelled in athletics. The various club teams number a full half hundred, and the work of the boys has been excellent. As is the case with most clubs, the outdoor work of this institution had to be conducted at a considerable distance from the club building. There was nothing in the nature of a playground within easy distance of the club where even the simplest outdoor games could be played. A few years ago, the Board of Directors were able with the help of friends to purchase an acre or more of ground immediately adjoining the building, where a most successful neighborhood playground has been conducted ever since. The need of a playground in that particular section of the city was never appreciated by the public until the use of the club's energy and money in putting the playground into operation proved the claims of the Recreation and Playground Association that the distance children can and will travel to reach a playground is limited. The children were in the neighborhood, and their presence on the grounds in large numbers proved conclusively that the playground was needed, and that several playgrounds of moderate size conveniently distributed over a given area, are far more valuable in meeting the needs of the public than is a single playground, however elaborate, that is beyond the reach of those who need it. Having demonstrated the desirability of a playground, it was a comparatively easy matter to raise

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money for an outdoor swimming pool, which is now building and which will be ready for use within the next two or three weeks. It will not matter seriously if this particular playground must continue to be supported as a private enterprise. The club can perhaps afford to meet the cost of maintenance from its treasury, for the sake of the educating influence it will exert on the public mind. If, as the result of the venture on the part of the club, public opinion demands of the city and secures other playgrounds where needed, the club will have rendered a distinct public service.

In another city, where recently a handsome boys' club building has been erected in a thickly settled section, a valuable vacant lot 125 x 150 feet has been borrowed of its owners by the directors of the club, and in response to their petition to the city, the lot has been equipped with playground apparatus, and a supervisor placed in charge. This playground meets a great need, which would never have been satisfied had the venture necessitated the building by the city of sanitary and proper shelter from storm and heat.

In a section of this city of Cleveland not far from where we now are, there is a splendid exhibition of the value of co-operation. A boys' club, a girls' club, a well equipped playground with swimming and wading pool and a large area of ground devoted to summer gardens, form a combination that may well be placed under the management of the club leaders. All other things being equal, those who are in touch with the children during the winter months in work and in play should be able to produce the most satisfactory results.

Knowledge of Neighborhood

A boys' club superintendent if he is doing his full task is especially well equipped to intelligently co-operate with playground officials. His work with boys through the winter months includes an occasional call at their homes, and he comes to know conditions there as many playground workers can never know them. He forms many strong friendships with the parents of boys. Between the parents and himself exists a mutual understanding conducive to the best results in handling an occasional difficult boy. A knowledge of the physical condition of his boys

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through work in the gymnasium enables the superintendent to guard against unwise exertion on the playground by an over-ambitious boy who if unknown to those in charge might easily be injured for life by attempting work beyond his strength. As many boys' club superintendents are probation officers, possessing an intimate knowledge of the court records of troublesome boys, they are especially equipped to handle these boys successfully when they put in an appearance at a playground. A boys' club with a well equipped building located near a playground can do much to enhance the value of a season's program.

To Fill the Long Summer

A normal boy or girl is happier and better in every way if the long summer offers opportunity for interesting work that develops creative powers. One of the happiest playgrounds I have ever seen is in the city of Pittsburgh, Pennsylvania. It has buildings in which are carried on throughout the summer classes in manual training, weaving, basketry, designing, leather work, decorating, needle work and domestic science. Generous provision is made for play, the grounds being equipped with the most modern apparatus and a swimming pool. In this playground everybody is busy and happy. And I venture to say that the opening of school in the fall finds the boys and girls in prime condition for taking up their school tasks.

It is the exceptional boys' club building that is not equipped with facilities for doing all kinds of handicraft work. Abundant opportunities offer for a boy to learn to do many useful things, in the doing of which he finds both pleasure and profit. That there are boys in every community who prefer to busy themselves with work as well as with play, has been demonstrated in a number of cities. In my own city of Springfield, Massachusetts, we have successfully carried on manual training classes, in conjunction with several schoolhouse playgrounds. The school buildings are equipped with woodworking benches and tools and for six consecutive weeks boys have reported daily for work. A number of these have been able in the fall to enter advanced classes in manual training as the result of vacation work.

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Boys' club buildings with their many facilities for doing things can be made to hold a very close relation to playgrounds located near at hand. It would be well if in every city where there is a boys' club, a public playground could be established on adjoining land. The building with its gymnasium, game room, and baths would lend itself admirably to the needs of the children during stormy and excessively hot weather. A superintendent who could thus keep in touch with his boys through the summer would, in the case of those with little or no home care, be able to render to them and to the community a far greater service than otherwise would be possible.

EVENING RECREATION CENTERS *

MARY P. FOLLETT

Chairman Committee on Extended Use of School Buildings of the Women's Municipal League, Boston, Massachusetts

Last winter the Committee on the Extended Use of School Buildings in the Women's Municipal League asked the school board for permission to use the East Boston High School in the evening as a social center, for an experiment. The permission was granted, the school board giving the heat and light, the committee paying the janitor and all expenses. Mr. and Mrs. Ralph Hawley were asked to come from Michigan to take charge of the work. The center opened for registration October 26th. Within three weeks fourteen clubs were organized, which have continued with increasing attendance.

There are two dramatic clubs, one for young men with a membership of forty, and one for young women with a membership of thirty. Both, after some preliminary training, are now getting up a play to be given to their friends in April. There are

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also two glee clubs, the young men's numbering thirty-eight and the girls' numbering forty. These had technical instruction for the first three months, and are now preparing something to be given in public. We have two orchestras, a first orchestra of fourteen members who play rather well already, and have several times played for our entertainments, and a second orchestra of beginners who are working hard, but who cannot yet play together. We have a drum corps of twenty-one lads from fourteen to sixteen, also a band of eighteen brass instruments. The girls' folk dancing class of seventy is very successful. A young men's club of twenty-five members has a regular course in gymnastics and physical development, with a part of each evening spent in dancing lessons or basketball. A club of thirty-five boys from fourteen to sixteen calls itself the athletic association, but the activities are much the same as those of the club for the older fellows. There are two sewing classes for the girls; one of twelve for plain sewing, and one of nineteen for novelty sewing. The latter club has had two sales from which the profit was nine dollars, which was put aside for a summer outing.

The Junior City Council is composed of eighteen young men who are doing serious civic work. They are organized on the pattern of the council at city hall, and they take up practical municipal questions each week. Delegates go from this body to a congress composed of delegates from a number of junior city councils, and in this congress State and national questions are discussed.

High School Girls

We felt very strongly when we began that we wished to give these opportunities to working boys and girls, therefore we made the age over fourteen, and said no one going to school could attend. The high school teachers, however, begged hard that there might be just one club for their girls, and hoped that it might be one which would open the girls' eyes to some other occupation than stenography. Since nearly all the girls wished to become stenographers, there seemed to be a chance of an over-stocked occupation. The games club was therefore organized, twenty-nine joining, and has been most successful. Games, stories and songs for the kindergarten and primary age are given these girls, and they are taught how to use them with children. They are taught also occupational work

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(paper cutting, folding), also basket weaving, rug making, brass work, hammock making. They have a delightfully merry evening and at the same time are learning something which will be a great help to them with their own children, or which may enable them to get places in the summer vacation schools where this knowledge is the chief requisite, and at any rate will certainly open their eyes to another occupation. Some of the girls are already trying to induce their parents to let them take the kindergarten course, so real an interest has been aroused by this club.

Demands Not Met

You will be interested to hear also of the demands we have had which we have not been able to meet; for a home-making class, for a young married women's literary club, for a domestic servants' club, for a printing class, for a girls' orchestra and a debating club. We have not been able to organize these clubs this winter for various reasons, but some of them, as well as a civic club of older people, we hope to have next year. Saving could be encouraged by introducing some savings system. I have said nothing of our reading room, which we hope will be more and more useful.

Opportunity Clubs

I ought to add in regard to numbers that we have now about four hundred and fifty. The various clubs are called, collectively, The Opportunity Clubs of East Boston. They have chosen for their yell:

Unity, Unity, Opportunity,
Rah, Rah, Rah!

The people of East Boston, professional men and women, business men, working people, all are enthusiastic in favor of the social center. As for the parents of our young people, they cannot tell us enough of their joy in having somewhere to send their boys and girls where they need not worry about them. I could tell you many touching stories of the parents' remarks to us, including that of the mother who said she had always felt somewhat bitter whenever she passed the high school, to think her girls could not go there (they all had had to go to work at fourteen), but now (in a happy voice) she was sending all three to the social center! The young men and women themselves bear witness also. One young man told us how much money he had saved because he could go to the social center, instead of spending it at the money-catching

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places, saloons and pool rooms. Another told us that this was the only place where he had met the right kind of friends since he left school.

Clubs, Not Classes

The most important principle, perhaps, of our particular form of organization is that we have only *clubs*, no classes. These groups which I have been describing, while they meet for a definite purpose, and this seems to me very important (that they *should* meet for a definite purpose and for some form of self-development) are yet all organized into clubs with their own officers and constitution and rules. Each has a business meeting once a week where they learn parliamentary law and self-government. And we feel not only that this form of organization is more educational, but that we shall thereby hold our young people, give them an *esprit de corps*, a greater interest, and a greater individual responsibility.

Self-Government

We have moreover a central committee composed of the president and one delegate from each club, and this central committee will, I hope, be an increasingly important feature of the social center. The committee meets to discuss matters of general interest; they have elected ushers for the entertainments (twenty boys and girls take charge), they have decided on a color for badges, and they have discussed freely various activities of the social center. The plan is that the delegates shall report back to their clubs and get instructions, and thus all our four hundred and fifty members can take part by a representative system in the management of the social center. It is our aim that this committee shall make all our members feel that they belong to something larger than a glee club or a gymnastic or dramatic club, or whatever their particular interest may be, shall make them feel that they are part of a living and radiating center of municipal activity, and that *they* are responsible for its success and for its accomplishment of the aims it has set before itself, aims which they *approve* merely at present, but which in the future we expect they will help to initiate, formulate and execute. They will incidentally learn self-government, how to work for larger things than their own self-development, and eventually be helped to any social or civic work for their community for which they show willingness and aptitude.

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When we engaged our director we stipulated that he should live in East Boston, and we consider this a most important part of our whole scheme. He has taken a house nearly opposite the high school, and the real settlement work he has done has added greatly to the success of the social center and to its value to the house and to the neighborhood.

What we hope for the future is that school boards will establish social centers in those parts of their cities where there is likely to be a sufficient response. We believe that the school buildings should be used chiefly for boys and girls over fourteen who do not go to school, for young working men and women. While appreciating fully the great value of social centers as brought out in the Madison Conference, that is, frequent public discussion by adults of civic and national issues, we feel that such a use of school buildings could only occupy them once or twice a week at most, and that we should still have on our hands the problem of how to use the school buildings evenings. While far from excluding adults we hope as time goes on to get the older people more and more; yet we feel, first, that there is a use for which the school buildings are even more needed than for the older people, and secondly, that not enough older people would use the schoolhouses to constitute a very general or regular employment of them.

Organizations Already Formed

It has been proposed that school boards should give permission widely to organizations already formed to use the school buildings. This does not seem to us the wisest method for the following reasons:

First, many organizations would use them who could afford to pay for halls elsewhere.

Second, it would be impossible in many cases to get a satisfactory guarantee for the proper use of the buildings; people would often get into the schoolhouses who would not use the city property properly.

Third, it would, after all, mean only an occasional use of schoolhouses, and what is that compared with the opportunity of employing the school buildings, under a big constructive plan, for thousands of young people at the most critical age in their lives?

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Fourth, the very people who need such places and opportunities most, those, namely, who have not sufficient initiative and knowledge of the world to organize clubs and get guarantees for the proper use of property, would be the ones excluded from the buildings.

Fifth, and most important of all, we want to encourage clubs to be formed *in* the schoolhouses, rather than to let in those formed outside. This in my mind is one of the most vital points of the whole movement of the extended use of school buildings, and I cannot emphasize it too strongly. We know the evils existing in certain self-formed clubs in many neighborhoods; they are often tools of the political machine; their existence is frequently a menace to the morals of the girls in that neighborhood; or at best they are often mere lounging places, forces for disintegration rather than for helpful up-building. Nowadays we have very definite ideas of the best ways of using leisure; we do not want a doing-nothing which shall soften all the physical, mental and moral fibres, we want those activities which shall build up physically, mentally and morally. There is a greater chance of having clubs which shall upbuild if they are organized *in* the school buildings than if they come in from outside, for the very atmosphere of the schoolhouse suggests decent behavior, some sort of *motive*, and some connection with the rest of municipal life. Moreover, under our plan, the city, while encouraging all clubs to be as independent and self-governing as practicable, would offer some form of leadership.

Again, if the evening use of schoolhouses is given chiefly to miscellaneous organizations, in time these public buildings will be used by Hebrew clubs, Irish clubs, Italian clubs, thus giving up one of the fundamental principles of our public school system. But if the school board itself shall organize the groups occupying school buildings, we can have clubs of Americans, no matter where they were born, learning the American language and customs and ideals, and helping to form an American nation.

Purposeful Work Needed

It seems to me that the movement is suffering at the present moment from the fact that we have perhaps approached it in the wrong way. We talk frequently as if we wanted to get the school buildings used irrespective of what they are to be used for. We form committees on extended use of school buildings (the very name

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emphasizes the secondary and not the primary object of our effort) and we say how sad it is that the school buildings are empty after four o'clock, and there is not an adequate return from the capital invested. Now, unless there is some urgent need for using the school buildings, it doesn't matter if they *are* dark and empty after four o'clock, there is no virtue in simply getting them used. Of course you know as well as I do that that is not what any of us have meant; we were all alive to certain vital, pressing needs in our cities, and therefore thought of using the school buildings to meet some of these needs. But the way the matter has been presented has been a little unfortunate, I think, and I believe we are going to suffer now, unless we are careful, from this little twist in our approach to the subject. Our attitude, simple as it is, is not apparently wholly understood. I am speaking to you today as chairman of a committee on the extended use of school buildings. The name is misleading because I have no interest in the extended use of school buildings *in itself*. I stand for a great unmet need in our community, and I believe we can meet that need with our schoolhouses. The title of my committee might rather be The Educational Recreation of Young Workers from fourteen to twenty-one. I am pleading for an extension of our educational system, rather than for the extended use of school buildings.

We are sometimes asked, "How great do you think the demand is?" We who know the boys and girls of the streets and of the tenements, of the factories and of the stores, know that they are eager for what we might offer them, but they are not all able to organize (are those the ones who should be left out?) and even if they were, the very thing we want is to guide their organization, not to leave it to them but to use our school buildings for that quiet, unobtrusive leadership which our children (for what are they more?) of fourteen, fifteen, sixteen, seventeen and eighteen, need at that critical period of their lives.

Moreover, we have at the present moment a somewhat recently recognized need which could, I believe, find its fullest and completest satisfaction in the school building. A department of vocational guidance is to be established in our schools. In any plan for vocational guidance there should be three parts, the advice, the placing and the follow-up. I believe that the follow-up part is of the

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utmost importance, and can be done in the school buildings evenings in a natural and logical way in connection with the social centers.

A Pressing Need of Industrial Life

It remains for school boards to plan for social centers as carefully as it has planned for all other departments of our educational system. I am not advocating a new thing, but an extension of our own educational system; I do not consider my plan even *supplementary* to, but literally a *continuation* of our present system. Up to fourteen our children follow the same road to the same goal, that is, they are all in the same classes together. After fourteen the different needs of different lives make it necessary that these children take different roads although the goal is still the same; some follow the road that leads through the high school; others, those who must work in the daytime, might, if our hopes were realized, follow one which should lead through the social center. I insist, however, that the goal is still the same, and that consequently it is incumbent upon our school boards to provide the second road for those who cannot take the first. The question is not, therefore, let me say once more, of school boards using empty schoolhouses in some way or other for this organization, or that association or club, it is the question of filling a real gap in our educational system by taking in the working boy and girl from fourteen to twenty-one. We ought not to go to our school boards and say, "Will you not use the school buildings evenings?" but we ought to go to them and say, "Will you not make a plan for our working *children* between fourteen and twenty-one?"

Free Expression of Communal Life

The plan I am advocating does not exclude outside initiative, nor older people, it simply insists that a secondary need should take a secondary place. We do, however, look forward to the time when a social center shall mean more than activities planned by the school board for the ages between fourteen and twenty-one or twenty-five. We confidently expect that social centers will in time be the free, spontaneous, and natural expression of the communal life of each locality, that each neighborhood by its own initiative shall work out the solution of its own problem in its own way. But we feel if this is all put on a right basis by the school board from the first, that *within* the school social center, I mean the social center organ-

EVENING RECREATION CENTERS

ized under some leadership provided by the school board, adults will find a place. A men's club might apply to the social center for one night a week, then having been given a night, the club would not be under the control of the director, but would be an independent, self-governing body, conforming to certain general regulations, and sending delegates to a central committee which makes these regulations. So the attendants will be in every sense on a democratic basis, organized by their own initiative, and following only rules made by themselves, but made by themselves in conjunction with others, and all within a certain atmosphere which should be obtainable, under wise guidance, in every municipal center,—an atmosphere of high if unformulated ideals, and real, if intangible influence. It must always be remembered in any discussion of this subject that *leadership* is not incompatible with democratic organization.

And this is the way things have begun to work out in East Boston a little. Several groups have applied to Mr. Hawley as groups, but note a certain point which is all-important: they are not clubs which are trying to save rent; they are groups which have caught the spirit of the social center, and wish to come there for some educational or social purpose, and are willing to conform to certain general requirements. My great point, however, is that they themselves are going to be allowed eventually to make those requirements. Yet this is utterly different from letting in existing outside organizations not in sympathy with the purposes for which the school buildings have been opened to the public, but who come simply to save rent.

I must add that while I believe a wide neighborhood use of the schoolhouses might thus be arranged for *within* the social center, yet I do not think an isolated and occasional use entirely out of the question. I only feel strongly that such miscellaneous and occasional use should not be allowed *to stand in the way* of a much needed regular use.

Let us be neither hasty nor careless in our advocacy of the extended use of school buildings, but let us endeavor first to find the true principles upon which such an extended use should rest, and then let us use every effort of which we are capable to secure a public acceptance of these principles.

PLAN FOR THE EXTENDED USE OF SCHOOL BUILDINGS

At a meeting of the School Committee of the city of Boston, a communication was received from the superintendent, under date of September 30, 1912, transmitting for approval the following outline of a plan for the extended use of school buildings under the provisions of Chapter 195 of the Acts of 1912:—

PROPOSED EXTENDED USE OF SCHOOL BUILDINGS UNDER CHAPTER 195, ACTS OF 1912

The appropriation made for the purpose of carrying out the provisions of Chapter 195, Acts of 1912, to January 31, 1913, amounts to \$28,076.97. The estimated appropriation available for the same purpose from January 31, 1913, to January 31, 1914, amounts to \$28,076.97. There will be, therefore, approximately \$56,153.94 available for use between the present time and January 31, 1914.

Except the activities planned for the Washington School and the cost of administration, expenses will be confined to six months of the year, October to March, inclusive. The estimate of \$7,800.00 for administration and the estimate of \$2,000.00 for the Washington School, summer of 1913, taken from the amount available to January 31, 1914, leaves available for evening centers, gymnastic and folk dancing classes, lecture courses and use of school accommodations, \$46,353.94, which amount must cover the expense of equipment and activities for three months in 1912 and six months in 1913.

The proposed activities and equipment to January 31, 1914, estimated to cost \$41,595.00, are as follows:—

Evening Centers	\$19,590.00
Girls' High School Gymnasium	1,005.00
Lectures	7,500.00
Use of Accommodations in Schoolhouses.....	4,500.00
Permanent Equipment for Centers and Washington Schoolhouse	9,000.00

This leaves an unexpended balance of \$4,758.94 for additional activities and equipment, or to be carried over to the 1914 appropriation.

The yearly running expenses according to these estimates amount to \$30,880.00, or \$2,803.03 in excess of the annual appropriation, which means that for the year 1914 an adjustment of activities probably will be necessary unless a balance is carried over at the end of 1913.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

EVENING CENTERS

Recommendation:—

(a) That four evening centers be established; one in the Charlestown High Schoolhouse; one in the East Boston High Schoolhouse; one in the Roxbury High Schoolhouse; and one in the South Boston High Schoolhouse.

(b) That the activities of said centers be confined to Wednesday, Friday and Saturday evenings from 7.30 to 9.30 o'clock, except on entertainment and lecture evenings when the session may extend to not later than 10.30 o'clock, and on Wednesday afternoons from 3.00 to 5.00 o'clock, beginning with October 16, 1912, and continuing for twenty successive weeks, holidays and the weeks of December 16, 23 and 30 excepted.

(c) That the activities of said centers shall consist of the following named clubs:—

For men and boys over 18 years of age:—

- Civic and economic clubs
- Junior city councils
- Clay modeling clubs
- Literary and debating clubs

For men and boys over 17 years of age:—

- Dramatic clubs
- Athletic clubs

For men and boys over 14 years of age:—

- Glee clubs
- Drum corps
- Minstrel clubs
- Orchestras
- Violin clubs
- Bands
- Fife clubs
- Industrial clubs
- Athletic clubs
- Art clubs
- Garden and nature clubs

For women and girls over 18 years of age:—

- Literary clubs
- Industrial clubs
- Young women's civic clubs
- Clay modeling clubs
- Mothers and homemakers' clubs (meeting on Wednesday afternoons)

For women and girls over 16 years of age:—

- Dramatic clubs
- Games clubs
- Homemaking clubs
- Choral clubs and art clubs

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

For women and girls over 14 years of age:—

- Orchestras
- Sewing clubs
- Literary clubs
- Dramatic clubs
- Choral clubs
- Industrial clubs
- Art clubs
- Folk dancing clubs
- Home study clubs

For both sexes over 18 years of age:—

- Mandolin clubs
- Choral clubs

For both sexes over 14 years of age:—

- Placement bureaus
- Home study clubs

(d) That the employment of a manager, a clerk, a librarian and a matron for each center, and conductors, leaders, special leaders, pianists, helpers and assistant librarians, in such number as the superintendent may deem advisable, be authorized at the rates of compensation as follows:—

Managers, per evening	\$6.00
Conductors, per evening	4.00
Leaders, per evening	3.00
Special leaders, per evening	2.00
Librarians, per evening	2.00
Pianists, per evening	2.00
Clerks, per evening	2.00
Assistant Librarians, per evening	1.00
Helpers, per evening	1.00
Matrons, per evening	1.00

The estimated cost of evening centers in accordance with the above and including janitor service, heat, light, printing and advertising, is as follows:—

From October 16, 1912, to March 22, 1913..... \$13,060.00

From October 16, 1912, to December 31, 1913..... 19,590.00

Girls' High School Gymnasium—Evening Gymnastic and Folk Dancing clubs

Recommendation:—

(a) That on Wednesday evenings gymnastic and folk dancing clubs for women, and on Friday evenings gymnastic classes for men, be conducted in the gymnasium of the Girls' High Schoolhouse between the hours of 7.30 and 9.30 o'clock, beginning on October 16, 1912, and continuing for twenty successive weeks, holidays and the weeks of December 16, 23 and 30, excepted.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

(b) That the employment of one helper, one matron, and conductors and leaders in such number as the superintendent may deem advisable, be authorized for such part of the term as in the opinion of the superintendent may be necessary, and that compensation for their services be fixed at the same rate as for persons of the same rank in evening centers.

The estimated cost of the above activities in the gymnasium of the Girls' High Schoolhouse, including janitor service, heat and light is as follows:—

From October 16, 1912, to March 22, 1913.....	\$670.00
From October 16, 1912, to December 31, 1913.....	1,005.00

LECTURES

Recommendation:—

1. (a) That evening lectures, picture plays, character dramas and monologues, not exceeding eighty-two (82), in number, of an educational character be given during the period, October, 1912, to March, 1913, inclusive, as follows:—

Ten in each of the evening centers, and six in each of the following-named school buildings: Brighton High, Dorchester High, Hyde Park High, West Roxbury High, Girls' High, Sherwin and Lowell Schoolhouses,—these to be given by successful public lecturers; those associated with schools, colleges and universities, scientists, physicians, inventors, statesmen, explorers, authors and professional entertainers, on topics of general public interest, and where practicable, shall be illustrated by stereopticon or otherwise.

(b) That these lectures and entertainments shall not be given in a building occupied for evening school purposes at such times as the evening school is in session.

(c) That the schedule of fees to be paid for such lectures and entertainments shall be as follows:—

Lectures not illustrated, \$10.00.

Lectures illustrated with uncolored slides, when lantern and operator are furnished by the school committee, \$12.00.

Lectures illustrated with uncolored slides, when lantern and operator are furnished by the lecturer, \$15.00.

Lectures illustrated with colored slides when lantern and operator are furnished by the school committee, \$15.00.

Lectures illustrated with colored slides when lantern and operator are furnished by the lecturer, \$20.00.

Picture plays, character dramas and monologues, illustrated by colored slides or dramatic impersonation, \$25.00.

Lantern operators employed by the school committee, \$3.00.

2. (a) That afternoon lectures, not exceeding forty in number, for mothers and homemakers, for which the lecturers shall be paid, be conducted on Wednesday afternoons in buildings occupied by evening centers, between the hours of 3 and 5 o'clock, during the period October, 1912, to March, 1913, inclusive.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

(b) That these lectures be given by physicians, scientists, economists and others, upon topics relating to the care of children, the home and the community.

(c) That the fee for each such lecture shall not exceed \$10.00, and for a lantern operator, if required, \$1.50.

3. (a) That evening lectures for men's civic and economic clubs connected with evening centers, not to exceed forty in number, be conducted in evening centers during the period of October, 1912, to March, 1913, inclusive.

(b) That these lectures be given by recognized authorities, on civic and economic subjects.

(c) That the fee for each such lecture shall not exceed \$10.00.

4. (a) That evening lectures, not exceeding one hundred forty in number, for non-English speaking people, be conducted on Friday evenings during the period of the evening school term, in buildings occupied by evening elementary schools.

(b) That these lectures be given either in English or in a foreign language by skilled persons, and deal with historical and patriotic topics, and subjects that will tend to bring the immigrant into closer touch with American institutions and ideals, and to inspire him with a fuller appreciation of his privileges and duties as a citizen.

(c) That the fee for each such lecture shall not exceed \$10.00.

(d) That these lectures, so far as may be found practicable, be supplemented by a short musical program, the expense of which shall not exceed \$3.00.

The estimated cost of the above-named lectures, including janitor service, heat, light, printing and advertising is as follows:

From October, 1912, to March, 1913	\$5,000.00
From October, 1912, to December, 1913.....	7,500.00

Use of Accommodations in Schoolhouses—to December 31, 1913.

Recommended:—

(a) That the use of accommodations in schoolhouses be granted without charge, provided no admission fee is asked, as follows:—

To parents' associations connected with the public schools, not to exceed four meetings in each school year for any one association, having an attendance of at least 100 per meeting.

To public school alumni associations, not to exceed two meetings in each school year for any one association, having an attendance of at least 100 per meeting.

To citizens' improvement associations approved by the school committee, not to exceed four meetings in each school year for any one association, having an attendance of at least 50 per meeting.

For school entertainments.

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

For educational conferences and conventions.

For examinations approved by the director of evening and continuation schools.

For municipal concerts, lectures and addresses.

For such other educational purposes as the director of evening and continuation schools may approve.

(b) That with the exception of alumni association committee meetings, no accommodations may be used in a building occupied for evening school purposes at such times as the evening school is in session.

(c) That janitors be paid the schedule now authorized for similar use of school accommodations, except that in case of alumni committee meetings in buildings occupied for evening school purposes, on nights when evening school is in session janitor shall be paid according to the evening school schedule.

(d) That \$4,500.00 be set aside to meet the expenses of the above defined use of school accommodations.

Permanent Equipment for Centers

Recommended:—

That books, periodicals, games, material for instruction and games, music and cases therefor; musical instruments; moving picture machines, films, accessories and equipment therefor; kinetoscopes and equipment therefor; equipment for roof and hall of Washington Schoolhouse, be provided at an expense not to exceed \$9,000.00.

Washington School

Recommendation:—

That plans be made to utilize the roof and hall of the Washington Schoolhouse during the summer of 1913 for such purposes as may be deemed expedient, at a total expense not to exceed \$2,000.00.

Administration

Recommendation:—

(a) That the employment of one clerk with compensation at the rate of \$600.00 per year, be authorized, to date from October 1, 1912.

(b) That the employment of one messenger, with compensation at the rate of \$576.00 per year, be authorized, to date from October 1, 1912, said messenger to be employed during the months of October, November, December, January, February and March, only.

The estimated cost of administration, including services and office expenses of the assistant director of evening and continuation schools previous to the date of his appointment and subsequent thereto, clerk, messen-

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

ger, overhead supervision and office expenses to December 31, 1912, is \$2,150.00.

The estimated cost of administration, including salaries of assistant director of evening and continuation schools, clerk, messenger, overhead supervision and office expenses from December 31, 1912, to December 31, 1913, is \$5,650.00.

The estimated cost of administration to December 31, 1913, is \$7,800.00.

SUMMARY

(Amounts estimated to January 31, 1914):—

Appropriations	\$56,153.94
Evening centers	\$19,590.00
Girls' High School gymnasium	1,005.00
Lectures	7,500.00
Accommodations in schoolhouses	4,500.00
Washington Schoolhouse	2,000.00
Permanent equipment	9,000.00
Administration	7,800.00
	51,395.00
Balance	\$4,758.94
Yearly running expenses as per estimates:—	
Evening centers	\$13,060.00
Girls' High School gymnasium	670.00
Lectures	5,000.00
Accommodations in schoolhouses	4,500.00
Washington Schoolhouse	2,000.00
Administration	5,650.00
	\$30,880.00
Appropriation	28,076.97
	\$2,803.03

The recommendations contained in the plan were thereupon adopted, and the orders appended thereto were collectively passed.

A report was received from the superintendent, under date of September 30, 1912, relative to the advisability of establishing courses of lectures on science of government and economics in the plan for the extended use of school buildings, as recommended by His Honor, the Mayor, in a communication received at the meeting of September 9, 1912. In accordance with the suggestion of His Honor, the Mayor, the proposed plan for the extended use of school buildings which is submitted on this date, calls for the organization of civic and economic clubs in each center, a junior city

PLAN FOR EXTENDED USE OF SCHOOL BUILDINGS

council, and a debating club. It also provides ten lectures to a center on strictly civic and economic subjects—these lectures to be followed by discussion. The plan also provides for afternoon lectures of a civic and hygienic nature for homemakers, and one hundred and forty evening lectures for non-English speaking people upon historical, patriotic, and civic questions, including the duties and privileges of citizens.

In short, the superintendent believes that the spirit and intent of the suggestions of His Honor, the Mayor, are to be carried out in the proposed plan.

Placed on file, and a copy ordered to be transmitted to His Honor, the Mayor.

A report was received from the superintendent, under date of September 30, 1912, with reference to the communications from His Honor the Mayor, relative to taking over and continuing the admirable orchestral and trio concerts, with lecture features, as well as the organ recitals which have been given by the music department, substantially as follows: The work of the music department has been of the highest order, and it has met with the hearty appreciation of the people of the city. During the past season the cost averaged about \$115 an evening, thus securing a very high grade entertainment. The plan proposed by the school committee for the extended use of school buildings is intended to be at very slight expense for any one meeting but to reach many parts of the city with a great variety of features. On musical lines it provides for orchestras, violin clubs, bands, drum corps, glee clubs, fife clubs, girls' choral clubs, and girls' orchestras, mandolin clubs. It provides one hundred and forty musical programs connected with lectures and a free use of buildings for municipal concerts. The controlling feature in the evening centers is the participation of the people in rendering the programs.

After very carefully considering the question, and fully recognizing the value of such concerts as have been given by the music department, it would seem that there is room and need of both the service rendered by the music department and the service proposed by the plan of the school committee. With the limited funds at the disposal of the committee this year, so large an expense for concerts would deplete the amount of money available to such an extent that many other of the features as outlined in the plan would have to be omitted. In fairness to the different sections of the city, this would be inadvisable at present.

However, the superintendent is ready to give close inspection to the various activities proposed in the plan for the extended use of buildings, to eliminate those that seem less desirable, and to substitute and extend others to meet the needs of the city. In doing this, as in everything else undertaken the valuable suggestions of His Honor, the Mayor, will be heartily welcomed.

Placed on file, and a copy ordered to be transmitted to His Honor the Mayor.

BOOK REVIEWS

A NEW CONSCIENCE AND AN ANCIENT EVIL

By JANE ADDAMS. Published by The Macmillan Company, 66 Fifth Avenue, New York City. Price, \$1.00, net

The relation of recreation to the "ancient evil" is one of the most important points in Miss Addams' book. Story after story shows downfall as a result of seeking relief from a dreary, monotonous life of labor; "for thousands the effort to obtain a livelihood fairly eclipses the very meaning of life itself." All unregulated commercial amusement but throws open the door to evil. "The girls are attracted not only by a love of pleasure, but by a sense of adventure, and it is in these places that they are most easily recruited for a vicious life." Even little children of eight or nine years ignorant of play and without play facilities are bought by so small a thing as a ticket to a moving picture show, or a ride on a roller-coaster.

Every recreation worker has recognized the opportunity and responsibility for lifting moral standards involved in his work, but the cumulative effect of the actual experiences of girls and boys so simply and vividly narrated must be to rouse in every worker new zeal to make each moment in the playground or recreation center count among those things that make for righteousness.

THE DRAMATIC FESTIVAL: A CONSIDERATION OF THE LYRICAL METHOD AS A FACTOR IN PREPARATORY EDUCATION

By ANNE A. T. CRAIG, with a Foreword by PERCIVAL CHUBB, and an Introduction by PETER W. DYKEMA. G. P. Putnam's Sons, New York, 1912. Price, \$1.25

A plea for a real recognition of art in education, and for the establishment of a department of folk-plays in schools, theories of teaching through an appeal to interest and the dramatic instinct, practical suggestions for the conduct of a "recreation hour" for such teaching, a number of folk-plays for use in this way, valuable references, and an inspiration to "go forth and find" through actual practice with children—all this will be found in Mrs. Craig's book. Particularly pleasing and helpful to the playground worker are the pages regarding method in dramatic play, working always from the children's point of view, tactfully and tenderly leading to correct speech and posture for the good of the play, or the benefit of the audience, never once making the small player the center of critical attack.

BOOK REVIEWS

PAGEANTS AND PAGEANTRY

By ESTHER WILLARD BATES, with an Introduction by WILLIAM ORR, Deputy Commissioner of Education for Massachusetts. Published by Ginn and Company, Boston, New York, Chicago, London. Price, \$1.25

In the long and scholarly introduction, Mr. Orr defines pageantry and traces the evolution of different types from their origin in England through the American modifications. "The factors essential to true pageantry are the use of the costumes and practices of older days and the representation of important events in history as expressions of the manifold activities and aspirations of the human soul." Following this idea, Mr. Orr also says, "It is hoped that the pageants in this book will serve more as suggestions than as actual representations, for the pageant should be conceived for the occasion, produced by the participants, and representative of the actors."

Miss Bates takes up the exposition with regard to text, staging and costuming. Among the five complete pageants given as types, the Colonial Pageant is particularly interesting.

PATRIOTIC PLAYS AND PAGEANTS FOR YOUNG PEOPLE

By CONSTANCE D'ARCY MACKAY. Published by Henry Holt and Company, New York City. Price, \$1.35, net

Well adapted for playground and recreation center dramatics are the plays in this book. Most of them may be used either indoors or out. There is a Pageant of Patriots, including scenes from the lives of Washington, Boone, Franklin and Lincoln; a Hawthorne Pageant and eight one-act plays based on historic scenes or legends. Detailed directions for production and descriptions of costumes and properties are given.

This volume possesses the same high artistic and ethical standard of Miss Mackay's two preceding books of plays and doubtless children will find no less delight in the mere reading of these plays than in the former volumes, while the dramatic rendition will rouse great enthusiasm. These plays, in spite of occasional grandiloquent stiffness and rather pointed moral teaching, are so far superior to the ordinary children's play in theme and style that one must regard them as worthy of a high place in the lists of children's plays.



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No. 24	What the Playground Can Do For Girls	Beulah Kennard
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